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ABSTRACT

In 1991, a study was conducted to compare contract training in selected community colleges providing service to business, industry, and government. A sample of 17 colleges was selected from the League for Innovation Contract Training Professional Network; and phone interviews were conducted with and questionnaires were returned by 16 of the 17 colleges. Major findings of the study included the following: (1) 44% of the institutions surveyed experienced little change in enrollment from the previous year; (2) all of the community colleges reported having a specifically identified office or department charged with the responsibility to provide contract/direct training for business and industry, and 63.4% of the colleges required contract training departments to be fully self-supporting; (3) 53.9% reported state funding support, and all 16 community colleges had an operating budget for contract training; (4) six of the colleges spent less than 1% of the community college budget to support contract training, five spent between 1% and 2%, and five allocated from 2.69% to a high of 18%; (5) the 16 community colleges surveyed generated over $42 million through contract training during 1989-90; and (6) 50% of the respondents stated that they were not meeting the needs of the business community. As a result of the study, two factors were identified which affected the relationship of community colleges and business and industry partnerships, namely, information systems update and intra-organizational barriers. The survey instrument is included. (JMC)

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A Comparative Study of Contract Training in Select Community Colleges

A Study Sponsored by

Maricopa County Community College District

Office of Corporate Training and Development

Katherine May Updike

March, 1991

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Introduction

Community colleges are unique both to America and the education system, continuously adapting to serve the changing needs of society as society evolves. Community colleges began as a way to provide low-cost educational opportunities for the initial two years of undergraduate studies. During the early 1900's approximately eighty two-year colleges existed with a total enrollment of about 100 students per college (Cohen, 1989). The community college movement came into its own shortly after World War II, stimulated by the large numbers of former armed forces personnel returning to colleges and universities under the G.I. Bill. By the end of World War II, there were over 500 two-year colleges (Cohen, 1989). At the same time, the nationwide emphasis on training for the new age of postwar industrialization created a need for an educational resource to provide specialized employment training. This need in the community created a system that fostered the American ideal of democracy by making post-secondary education available to everyone. In some states two-year vocational schools were created with an expanded commitment to serve the technical needs of preparing students for the work place. "The baby boom, the Civil Rights movement, and expanded federal aid for disadvantaged and minority students gave added impetus to the growth of community colleges (Cohen, 1989, p. 2)."

Because of the increasing need to keep up with the changing world of work, community colleges nationwide broadened their scope to prepare students for the workplace. As the workplace began to change, employers began to expect better prepared entry-level job candidates. Community colleges responded quickly to the training and retraining of the American workforce. Community colleges nationwide continue to play an increasingly vital role in job part of the training and economic development as key partners with business,

industry and government. As part of the Workforce 2000 study, six challenges were identified which must be met if this country is to prosper (Johnston, 1987). Several challenges will impact the mission of community, technical and junior colleges in the areas of maintaining the adaptability and willingness of adults to continue learning, integration of minorities and women into the economy and the improvement of educational preparation. "While focusing on school children, we cannot afford to neglect current members of the workforce. Three-fourths of the members of the year 2000's workforce are already working today (Brock, 1991)." New research by the American Society for Training and Development found that as many as "...50 million current workers, or 42 percent of the workforce...," will need additional training over the next decade (Brock, 1991). Continuing education and training will increasingly become an integral part of the American adult experience. "We must reinforce the idea that learning doesn't end with high school, or even college, but is a life-long experience (Lorenzo, 1991, p. 43)." "Annual training and retraining outlays by businesses has reached $210 billion, with one in eight working Americans participating in a formal training course (McClenahen, 1988)." John Naisbitt (1990, p. 43) has raised the question that the "key employment issue of the future is not whether jobs will be there for people, but whether there will be enough qualified people to fill these jobs." IBM and Motorola have an excellent understanding of their human capital and protect their investment by providing a variety of training and educational opportunities and have even taken their investment one step further by training their suppliers workforce (Brock, 1991).

Community colleges have become a valuable resource for the community, from traditional delivery of transfer students to meeting the challenge of providing specific training needs for business, industry and government. Now, more than ever before, America is being challenged with the demand to train and

retrain its workforce. The American corporation is feeling the impact of rapid dramatic changes in the business environment with changing technology, operating methods, global competition, and a new shortage of qualified workers. The Hudson Institute's Workforce 2000 study (1987) documented the effects of the changing workplace and the lack of qualified workers in America. The commission believes, that in order to solve the labor shortage and the lack of qualified workers in the Workforce 2000, it would be necessary to address the issues at the "front-line-worker level and to make recommendations that would deal with the underlying causes (Johnston, 1987)."

"The 1,224 community colleges across America bring the economic and social benefits of higher education to 5.7 million Americans each year (Parnel, 1990)." Community colleges now include a variety of programs and services readily available to provide training and retraining programs to the corporate community. These services and resources, referred to sometimes as contract training, include expert faculty, equipment, curriculum development for credit and non-credit courses, learning assistance and career centers, and on-site courses such as, Management and Supervision, Train-the-Trainer and other customized courses. However, just providing services and resources does not fulfill the commitment of community colleges. The process of adapting should require methods of examination and evaluation. From the industry perspective, the role of community colleges is changing. "To be successful, colleges need to understand who the customer is. We do not have the luxury of time, and contrary to some perceptions, we don't have a lot of money. Colleges need to learn to operate in an industrial environment, to provide quality services the customer is willing to buy (Kent, 1991). "

Contract training is a growing business between colleges and corporations. As early as 1983, Deegan and Drisko (1985) stated that "69 percent

of community colleges surveyed reported at least one contract." The major complaint, however, from business and industry, as stated by Pincus (1989) is the lack of flexibility on the part of the community colleges to deliver customized programs and workshops. While most businesses expect quick turn around, on-site classes and industry specific training programs; community colleges, oftentimes, find themselves enmeshed in layers of curriculum committees.

PURPOSE OF THE STUDY

The purpose of this descriptive study was designed to compare contract training in select community colleges providing service to business, industry and government. Keeping abreast of ever-changing approaches to improving the delivery of company specific training is oftentimes a difficult task for those providing these corporate contract training services through their college.

The Maricopa County Community College District, has through various offices, conducted research and evaluation activities. Through the Office of Corporate Training and Development, three information gathering projects have been conducted during the past year.

During the Spring of 1990, focus groups (May-Updike) were conducted to evaluate the role of the Maricopa County Community College District and its relationship with the delivery of training programs to business and industry in the Phoenix area. The findings included: 1) academic institutions do not aggressively define the market and offer programs to meet specific market demands, and 2) a fragmented organizational structure and competition among the colleges create internal problems.

In a second project, Maricopa County Community College District, as a collaborative effort with other large Metro-Phoenix organizations, co-sponsored an effort to survey small businesses in Maricopa County with fewer than 100

employees. The survey, identified as *BusinessTrack*, asked questions regarding company formal training programs for their employees. The survey provided valuable information to better understand the Metro-Phoenix small business training needs.

In a third project, Maricopa County Community College District Office of Corporate Training and Development surveyed community college districts nationally to define the vocabulary or jargon used by contract training professionals, as well as, surveying the methods which community colleges use to record data pertaining to education and business partnerships. The survey also included eight Maricopa Colleges. Of the sixteen community colleges surveyed, thirteen responded that they were using a manual system and three reported using computers to record data on business and industry contract training. Contract training vocabulary was too varied to determine similarity.

The investigator is an active participant with the League for Innovation Contract Training Professionals Network. It was through this participation that the investigator discovered a need for community colleges to share contract training models of success. It was this networking which led to this comparative study of contract training. Preparing students to enter the workplace is not unique to the community colleges, and state occupational education programs, through traditional community college delivery, has had no tie to the employer. However, working with companies to identify and deliver company specific training is tied directly to the employer and is a new niche for the community colleges. With the challenge of providing new services comes the responsibility for assessing the effectiveness, efficiency and appropriateness of those services.

Company specific training is a dynamic activity and one of the best measures of success is to measure the performance of similar delivery systems. The 1990's is a decade of business challenges and changes. Community colleges

will play a significant role in developing and maintaining competent workers. Community college and business partnerships will provide an increasingly important role in this endeavor with each contributing toward the support of the other. "...120 million people in the U.S. work force today must constantly upgrade their skills over the course of the 1990's (Naisbitt, 1990)."

REVIEW OF THE LITERATURE

While there is a growing body of information in both the popular and academic literature describing the importance of community college and business partnerships and the role of community colleges in local economic development efforts, few articles or studies have explored the accommodations necessary within the community colleges' internal organization to allow for the success of economic development activities. Israel and Custer (1986) warned that accommodations would have to be made in the traditional administrative structures of community colleges in order to "shed the image of academia and adapt an entrepreneurial philosophy and attitude (p. 18) and encourage the use of innovative strategies to meet the needs of industry." Significant time has now passed since the initiation of these innovative partnerships and various degrees of success claimed, but there is a dearth of supporting empirical studies.

In the report of a research study exploring the role of 237 small south-eastern rural colleges in economic development activities, Currin and Sullins (1988) ascertained the number and type of activities occurring in each college and then asked the presidents to rate the effectiveness of the activities on a scale from high to not successful. It was beyond the scope of this study to define success or to discuss administrative organizational structure in the colleges which were successful.

Charner and Gold (1988) explored the conceptual implications of collaboration and the lessons learned. The authors concluded, "the actual initiation and the scale of activities are influenced by many factors including institutional missions, levels of leadership and depth of collaboration (p. 23)." Raising the issue of controversy as a factor of collaboration, Charner and Gold (1988) hinted that partnerships with industry might be catalysts for change within the larger parent organization. Left vague is whether the authors intended that the factors apply to the industry organization but not the educational institution or to both.

Significant research regarding contract training included the doctoral dissertation of Warford (1989) who used a Delphi panel to explore select factors in contract training programs among League for Innovation college districts. Questionnaires were returned through three rounds by 47 of 50 chief executive officers, chief academic officers, and program administrators and consensus reached on all but one key issue, whether job skills provided were transferable to a new job situation. Increased importance in both fulfillment of mission, financial impact, enrollment, and community economic development activities were findings in this study according to the experts queried. Warford purposefully limited this study and did not explore quality of service, effectiveness, or impact on the community.

Little documented evidence currently exists by which community college districts can identify the internal organizational characteristics that lead to innovative success in economic development partnerships with industry or to identify how success is being measured. The members of the League for Innovation Contract Training Professionals Network, identify themselves as both innovative and successful and provide a starting point for identifying organization characteristics associated with success.

DESIGN OF THE STUDY

This descriptive study was conducted during the Spring of 1991 using survey research methods. Described by Babbie (1973) as an exploratory device for accumulating descriptive data from large populations or to begin an inquiry into a particular area, survey research was selected as the most appropriate method for summarizing and comparing the characteristics of selected community colleges and their customized contract training service activities. Data were collected through a combination of methods. A questionnaire was designed composed of both structured responses and open-ended questions and transmitted to respondents electronically through FAX machine at least three days prior to a scheduled follow-up call. The respondents were invited to return the questionnaire either by FAX or through the traditional mail system. A pre-arranged telephone interview was then conducted to review and/or clarify responses to the questions. The questionnaire used appears as Appendix B.

A sample of seventeen community colleges was selected from the League for Innovation Contract Training Professionals Network, including the Maricopa County Community College District. Members of this organization are professionals employed by community colleges throughout the United States. Their job responsibilities include promotion and/or delivery of industry specific contract training with business, industry and government. There are nineteen member institutions in the League for Innovation and seventeen members actively participate in contract training network conferences, and development activities. Membership is by invitation only and importance is placed on smaller numbers in order to maintain purity.

Institutional members vary in size, student numbers, area population, administrative structure, budget, funding sources, and staff. The respondents were selected purposively from a list of members within the league who are

actively providing contract training with business, industry and government. Members were telephoned at their place of business, the study explained, voluntary participation received, confidentiality issues addressed and the time for the phone interviews set to test construction and sequencing of the questionnaire. Participants were advised that the phone interview would vary from 15 minutes to 30 minutes.

The questionnaire was validated by using three professional colleagues familiar with contract training. Their evaluation assisted with further clarification and refinement of the final questionnaire.

In keeping with the purpose of this study to describe and compare characteristics of community colleges and training programs, the data were designed to be analyzed through descriptive techniques and by graphs and tables for the purpose of comparison and identification of central tendencies.

Phone interviews were conducted with sixteen respondents and faxed questionnaires returned by all sixteen. The seventeenth college could not be interviewed because of an ice storm which delayed communication and mail for two weeks. Each respondent is indicated with a number on the Tables and Figures to maintain confidentiality. For comparison purposes, however, MCCCD is listed as number one on the Tables and Figures.

LIMITATIONS AND ASSUMPTIONS

An initial assumption was made that institutions would have the necessary data readily available. While some definitions were provided, an additional assumption was made that a common frame of reference existed for the terms and concepts used. The primary limitation was the lack of definitions for contract training activities.

RESULTS OF THE STUDY

Seven of the community colleges were single campus colleges, five respondents represented multi-college districts, and four were multi-campus districts (Figure 1). For this study, a distinction was made between multi-college districts represented by college presidents and multi-campus districts having positions of campus directors. Maricopa County Community College District with eight colleges had the largest number of colleges.

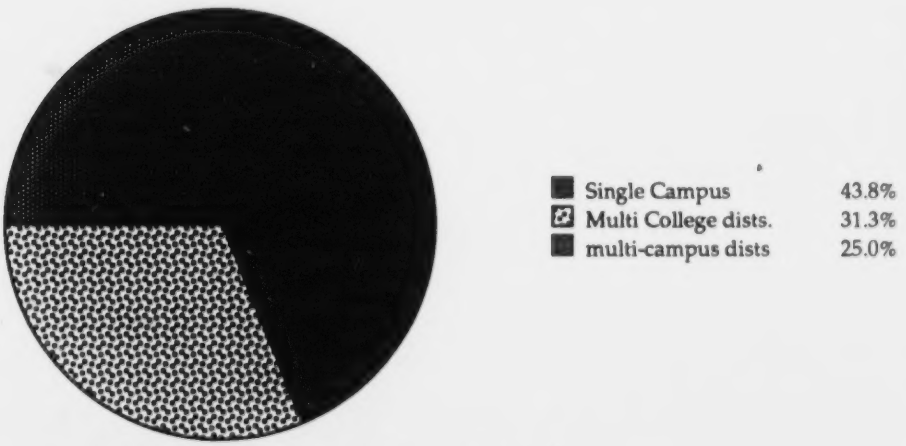

Figure 1: Organization Modes of Respondents

Student enrollment, sometimes used as an indicator of size in educational institutions, was requested for years 88-89 and 89-90 for the institutions surveyed and appears in Table 1 and demonstrates the variability in size of the sample respondents. Among the sixteen institutions surveyed only two experienced any decrease in enrollment for 1989-90 and a combined loss of four hundred and eleven students. Since three respondents reported no change and two others a combined increase of only five hundred and nine students, 44% of the

institutions surveyed had little change in enrollment from the previous year. The nine remaining institutions were responsible for the majority of the increase in enrollment of 48,717 students in 1989-90, 7.2% higher than the 1988-89 overall enrollment among respondents.

Student Enrollment of Survey Institutions

	1988-89	1989-90	Net Change
#1	149,015	167,336	18,321
#2	92,000	103,000	11,000
#3	100,945	102,533	1,588
#4	51,821	53,175	1,354
#5	47,076	52,711	5,635
#6	42,000	44,000	2,000
#7	30,000	34,000	4,000
#8	27,381	30,374	2,993
#9	28,202	28,150	-52
#10	24,919	24,560	-359
#11	22,000	22,000	0
#12	16,000	16,000	0
#13	11,986	13,714	1,728
#14	13,000	13,000	0
#15	12,594	12,985	391
#16	7,741	7,859	118
	676,680	725,397	48,717

Table 1: Student Enrollment of Survey Institutions

Institutional Commitment

All sixteen of the community colleges surveyed are involved in contract training activities and have a specifically identified office or department charged with the responsibility to provide contract/direct training for business and industry. While this type of training activity was expected because of membership in the LICTPN, the degree of commitment or extent of activity was

explored through questions regarding mission statements, goals, reporting relationships, and budget allocations. Only four of sixteen respondents stated that their district/college mission statement was not supported by goals to provide business/industry training. Representative of the 73.3 percent that had supportive goals were statements of philosophy such as:

> "To provide a broad range of programs in co-operation with business, industry and labour, and with community agencies and groups."

> "Providing educational and support services to business and industry in the country, including skills training, seminars, cooperative education programs, and technical and consulting services to meet commercial work force requirements and to promot the country's economic development."

As one of the majority, Maricopa County Community College District has for ten years included the following goal in it's mission statement:

> "Provide business, industry and governmental agencies with training programs tailored to meet the educational needs of their employees and the work place."

The respondents were asked whether the contract/direct training office or department was expected to be fully self-supporting or only partially self-supporting. Nine of the fourteen community colleges, 63.4% responding to this question required contract training departments to be fully self-supporting. Financial support for contract training offices tend to include a wide range of college education and training functions. In most instances the direct cost of

providing contract training must be recovered. Equipment and utilities will vary a percentage according to the policy established by individual colleges.

Organizational charts, titles for positions for contract training departments, and job responsibilities were requested of the respondents. Figure 2, provides the titles for the individuals directing contract training and for the administrator to whom the director reports for all sixteen community colleges. A mixture of academic and business titles was noted with six community colleges exhibiting titles usually associated with business, such as manager and executive director.

A review of the titles and reporting relationships seems to indicate that contract training administrators are located at the top of the organizational structure or are, in some cases, set apart from the traditional academic structure and located in an institute established for business and industry activities. An example of the latter type is found in Figure 3, which centralized all related business and industry activities. In contrast, MCCCD has separate district offices for corporate training and development and economic development activities while contract training and service delivery has been decentralized to all eight colleges. The two district offices serve as consultant and liaison between the corporate community and the colleges.

In nine of the sixteen community colleges, the respondents stated that the person responsible for administering contract training has this as their sole responsibility. In organizations where the individual had other responsibilities, examples of additional activities include scheduling of credit classes, arranging seminars, and performing continuing education tasks.

Title of Program Director	Reporting to
Director, Corporate Training and Development	Vice Chancellor, Educational Development
Director	Vice President Student Services
Director, Business and Professional Institute	Provost
Director, Center for Business Industry and Labor	Vice Chancellor, Community Development
Director, Office of Business Industry, and Government	Dean, Career and Technical Programs
UTC Executive Director	Executive Vice President
Dean	Vice President of Instruction
Program Director	Executive Director, Business ad Industry Institut
Director, Client Services	Vice President Business and Industry Services
Director	Associate Dean
Associate Dean	Executive Director of Educational Services
Executive Director	President
Director, Corporate Services	Associate Vice President, Academic Affairs
Director	Dean for Development
Director, Customized Training	Dean, Community Education and Economic Development
Manager, Business and Industry Training Center	Executive Director, Economic Development Services

Figure 2: Classification Titles for Program Directors and Administrators

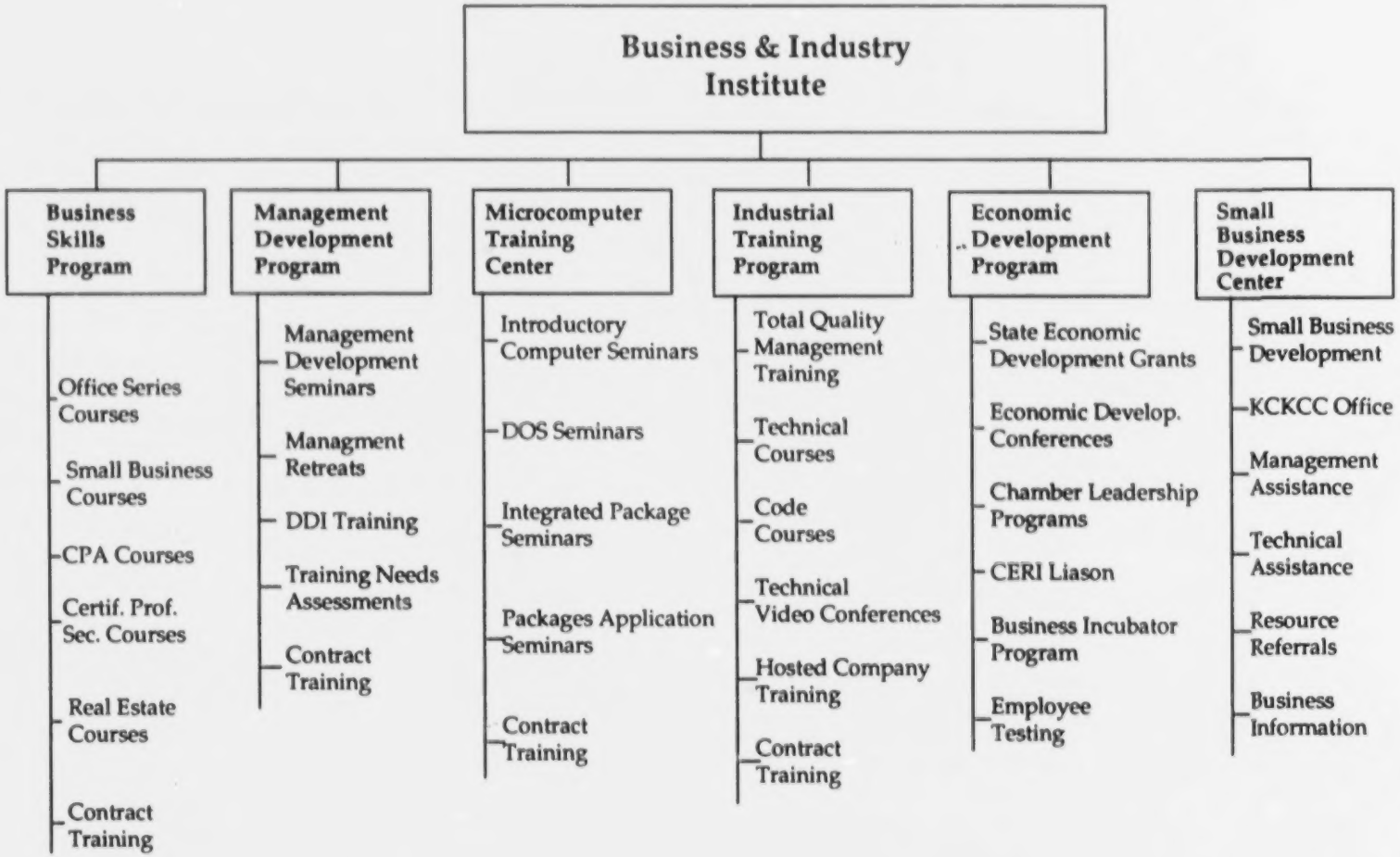

Figure 3: Example of Separate Organization Structure for Business/Industry Relationships

Financial Support

Twelve states and the province of Ontario in Canada, listed in Figure 4, were represented by the sample respondents. Seven of the thirteen, listed with an asterisks below, or 53.9% of the sample reported funding support from the state. Arizona State Community College Board executive Tom Saad defines funding from the state as, "Enrollment-based formula dollars for credit and non-credit approved courses provided by individual states to community colleges for operational expenses."

*Arizona	Michigan	*Ontario
*California	*Missouri	Oregon
*Illinois	New York	Texas
*Iowa	Ohio	Washington
*Kansas		

Figure 4: Locations of Community Colleges Surveyed.

In addition to formula reimbursement funds for contract training from the state, responding institutions indicated support from direct grants from state, federal, and government agencies, as well as the private sector.

All sixteen community colleges provided an operating budget for contract training as depicted in Table 2 on the next page. Six of the sixteen or 37.5% spend less than 1 percent of the community college budget to support contract training. An additional five respondents spent between 1 and 2 percent. The remaining five allocated from 2.69 percent to the high of 18 percent.

Operating budgets for 1989-90

	Size of Operating Budget	Size of Department Budget	Department % of Total
# 1	137,666,000	2,187,399	1.59%
# 2	27,668,782	275,000	0.99%
# 3	63,000,000	474,000	0.75%
# 4	81,346,957	6,500,000	7.99%
# 5	59,600,000	875,000	1.47%
# 6	105,000,000	3,000,000	2.86%
# 7	37,000,000	275,000	0.74%
# 8	43,699,719	1,174,786	2.69%
# 9	110,000,000	20,000,000	18.18%
#10	23,000,000	380,000	1.65%
#11	92,875,000	1,000,000	1.08%
#12	28,000,000	3,100,000	11.07%
#13	47,957,396	196,589	0.41%
#14	24,000,000	15,000	0.06%
#15	35,960,000	190,000	0.53%
#16	25,809,016	378,317	1.47%

Table 2: Operating Budget for 1989-90 in the Community Colleges and Contract Training Departments.

Wearing multiple hats sometimes makes it difficult to separate, measure and quantify traditional college programs and contract training as reflected in operational and departmental budgets. Therefore, the figures in Table 2 may not be a true measure of contract training budgets. Contract training departments are still in a state of definition and evolution, manipulating budgets as quickly as possible to provide customized contract training to businesses.

Within the contract training offices wide variation existed on how operating budgets were spent among the twelve who responded to the question. Responding as a percent of the total office or department budget, the responses varied from 30% to 93.8 percent. The mean was 72.9 percent.

Contract Training Activities

In 1989-90 the community colleges sampled provided a wide range of activities to over eight thousand companies and provided training to over 113 thousand individuals (Table 3).

Contract Training Activities

	# of Full/Part Staff	# of Companies	# of Programs	# of Individuals Trained
# 1	26+2	300	•	•
# 2	3+2	18	•	2,500
# 3	9+6	125	202	9,400
# 4	29+106	51	•	34,727
# 5	5+3	18	286	3,000
# 6	26	•	•	24,717
# 7	8+2	36	120	1,761
# 8	9+3	220	320	3,724
# 9	149	7500	•	•
#10	8+3	65	830	•
#11	17	38	•	•
#12	46+60	339	•	20,767
#13	7+1	33	438	8,314
#14	3+2	10	23	523
#15	2+45	45	50	1,000
#16	10+5	44	300	2,500

Table 3: Contract Training Activities in Select Community Colleges 1989-90.

The number of full and part time staff members and the mix varied widely with two colleges reporting as few as five and as many as one hundred and forty-nine. MCCCD, in comparison, has a mix of 28 full or part time employees dedicated to contract training.

The size of the firms requesting contract training for 1989-90 was categorized by number of individuals employed by these firms. Sixty-seven percent including MCCCD served all size organizations (Figure 5).

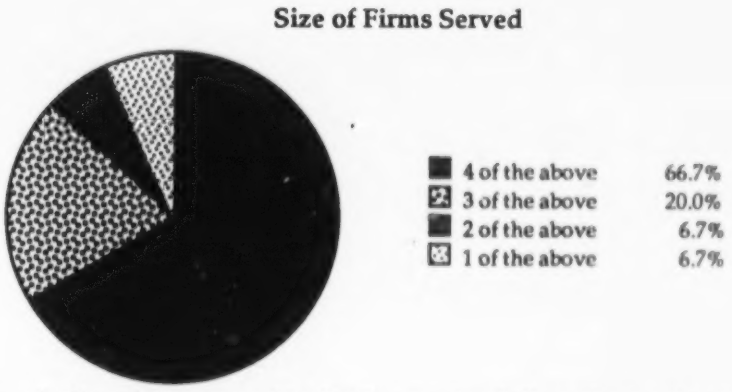

Figure 5: Size of Firms served by the Community Colleges Surveyed according to Number of Individuals Employed.

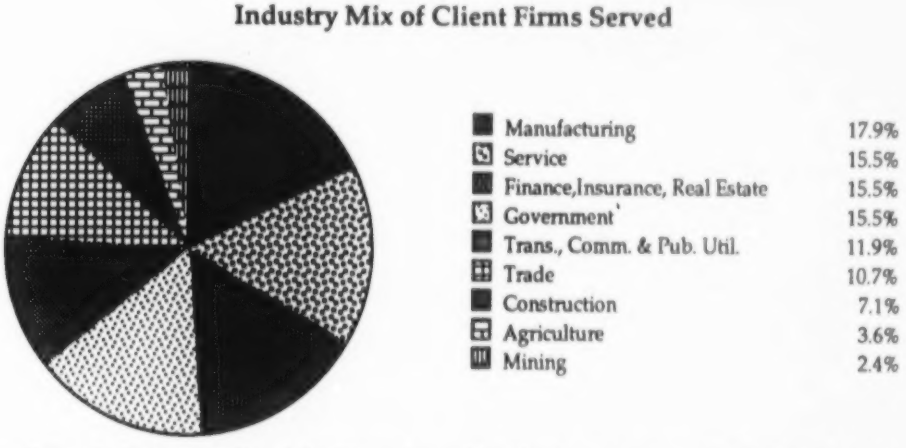

Figure 6: Industry Mix of the Firms Served by the Community Colleges Surveyed.

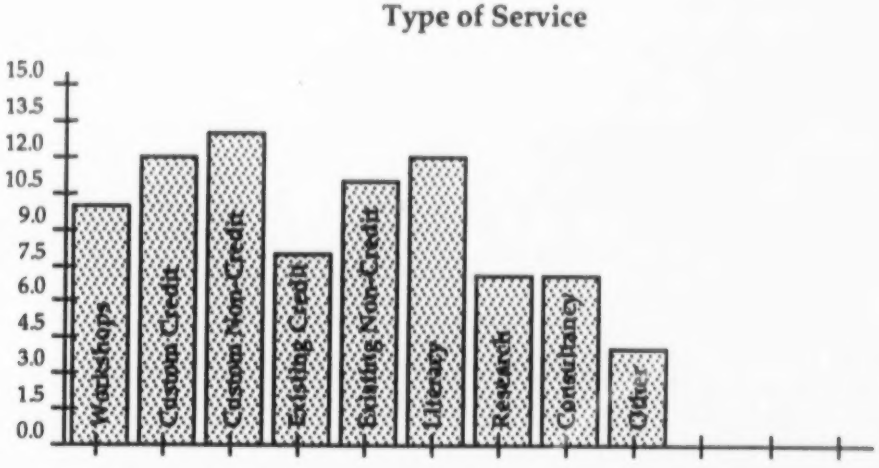

Figure 7: Type of Service.

	Size of Operating Budget	Size of Department Budget	Generation of Dollars	Revenue Generated over Dept Budget
# 1	137,666,000	2,187,399	3,703,726	1,516,327
# 2	27,668,782	275,000	325,000	50,000
# 3	63,000,000	474,000	1,900,000	1,426,000
# 4	81,346,957	6,500,000	5,495,780	-1,004,220
# 5	59,600,000	875,000	875,000	0
# 6	105,000,000	3,000,000	1,700,000	-1,300,000
# 7	37,000,000	275,000	300,000	25,000
# 8	43,699,719	1,174,786	320,253	-854,533
# 9	110,000,000	20,000,000	20,000,000	0
#10	23,000,000	380,000	500,000	120,000
#11	92,875,000	1,000,000	1,800,000	800,000
#12	28,000,000	3,100,000	3,100,000	0
#13	47,957,396	196,589	1,621,080	1,424,491
#14	24,000,000	15,000	250,000	235,000
#15	35,960,000	190,000	190,000	0
#16	25,809,016	378,317	800,000	421,683

***Table 4**: Institutional Operating Budgets and Revenues Generated by Contract Training for 1989/90.*

Figures 5 and 6, depict the range and variation of the firms requesting service and the types of service requested and provided by customized training departments. The proportion of firms in the manufacturing sector which had received training services is higher than this sector's share of the total economy. That is, community colleges tend to have a relatively high proportion of their training clients concentrated in the manufacturing sector.

The sixteen community colleges surveyed generated over 42 million dollars through contract training during 1989/90. Table 4, provides the comparison between community colleges regarding operating budgets and revenues generated. Four of the sixteen community colleges or 25% had no excess of revenue over their department budgets. Nine or 56.3% of the sample had a positive return and three colleges reported a deficit.

Contract training is a new niche for the community colleges and in most cases operating budgets and expenditures remain part of the traditional accounts

receivable system and does not lend itself to tracking data separate from traditional student entries. It is therefore unclear whether the revenues listed in Table 4 include the totality of contract training such as grants that provide instruction for Job Training Partnership Act (JTPA), and Industry Training Services (ITS), Small Business Development Centers, established on-going training contracts such as General Motors Technician Training programs, students who pay tuition directly for a job-specific course but are reimbursed, contracts for on-site non-credit workshops or the economic devleopment activities through community colleges.

Investigations of Impact

To conclude the survey, respondents were asked three open ended questions, the first of which related to meeting the needs of business and industry with the present funding and organization structure of the community college represented. Eight or 50% of the respondents stated they were not currently meeting the needs of the business community. Some of the comments generated by this question were as follows:

"Business needs are growing faster than colleges can support them."

"Need to expand more."

"Growing so rapidly presents it's own unique problems."

"The corporate community is not fully aware of service."

When asked to account for success experiences with business and industry, twenty responses were generated. Using content analysis techniques four factors were identified:

- Satisfying the customer

- Supportive Organization Structure
- Quality of staff
- Breadth of service
- Customer Driven
- Separate from institutional policies for academic delivery
- Senior management support
- Services based on specific client needs
- Entrepreneurial spirit
- Flexibility

For the final open-ended question, the participants were asked what factors were limiting success in contract training activities. Twenty-two separate responses were received from the sixteen respondents and again were categorized through content analysis. The analysis revealed that 81.8% of the responses related to intra-organization factors, 9% to competition/collaboration issues among community colleges, and 9% to factors within the community at large. Only one of the responses related to the business and industry community in any manner and mentioned the local size of the market as a factor impeding success. Examples of factors of intra-organizational issues were:

- lack of qualified or motivated staff
- distribution of funds within the community college district or campus
- competition with continuing education departments
- organization design of community colleges and polices and procedures
- need more expert faculty
- administrators have too many other responsibilities
- cutting through college red tape

SUMMARY OF RESULTS

The purpose of this descriptive study was designed to compare contract training in select community colleges providing service to business, industry and government. Two factors were identified which affect the relationship of community colleges and business and industry partnerships.

Information system update. At least seven of the respondents had difficulty generating the requested information at the service level and when figures were provided during interviews respondents referred to ranges and estimates. In addition, terms had to be explained and clarified in some instances until a common frame of reference was established. At the present time ambiguity exists regarding how the impact of contract training services will be measured, particularly within the community college system. Information for comparison between and among community colleges was not consistent or convenient for training offices to recover.

Intra-organizational barriers. Barriers to service success with business and industry revolved around intra-organizational issues for the respondents in this study. Funding and resource issues were only two of the issues of concern. Differentiating between continuing education activities may be possible by employees involved in day-to-day training activities but to organization decision makers distinctions between and among continuing education and economic development activities may be more abstract.

IMPLICATIONS AND RECOMMENDATIONS FOR FURTHER STUDY

Of importance is the significant role community colleges are playing within the communities nationwide to train and retrain America's workplace. Perhaps, because of a shared mission, "to meet the diverse needs of the

community" or the need in some community colleges to generate additional revenue, due in part to a local decline in enrollment, community colleges are placing greater importance on company and college partnerships. The staff working to design and deliver specific employee training and retraining programs and courses are vital to the success of these partnerships. It is, therefore, key to consider the quality, of these partnerships.

Contract training could generate a substantial portion of the revenue gained throughout community colleges in the United States. Do changes in traditional community college missions, and organizational structure need to reflect a new entrepreneurial spirit to generate contract training revenue? And, will state aid through new economic development legislation strengthen the ties that bind corporate and community college partnerships? Should there be standards and an evaluation process in place to track quality partnerships and the revenue gained?

This study showed that 42 million dollars were generated through contract training departments among sixteen League for Innovation community colleges. Could this revenue success be characteristic of a rapidly growing population, global competition, or changing technology, rather than a customer driven institution? The existence of the community colleges is intrinsically linked to community support. Therefore, strategies to increase long-term goodwill translates to wealth. Declining area population, decreased public resources, inflationary costs, state expenditure limitations and the need to keep the community colleges affordable, present problems for some community colleges. By expanding the mission of community college goals to provide a total commitment to corporate contract training, perhaps additional revenue funds can purchase equipment, hire additional professional staff and enhance curriculum.

As a result of this study the following issues indicate a need for further study to clarity and enhance contract training among community colleges:

1. A measure of standards to quantify elements of contract training.
2. A comparative study of the 1,224 community colleges in the United States providing contract training to define terms and activities associated with contract training.
3. The development of an information/accounting system to provide ways of measuring progress with business, industry and government to record numbers of students trained, courses taught, companies served, expenditures and gross revenues generated, etc.
4. Perhaps a better definition of what is supportable by public funds and what is not regarding contract training.

The investigator is the Associate Director of the Office of Corporate Training and Development, a division of the Maricopa County Community College District. The investigator has worked within the Maricopa County Community College District for seven years. The investigator began a career with the community colleges as part-time faculty and consultant for education and business partnership training and education development. Prior to that time, the investigator was self-employed as a training and development consultant. This expertise with education and business partnerships and training and development consultancy gave the investigator the credibility for a position with Maricopa County Community College District Office of Corporate Training and Development. Responsibilities includes: client development, trend analysis, marketing and public relations, the design and development of needs assessments, questionnaires and organizational development plans, insturctional design and development of needs assessments, questionnaires and organizational development plans, instructional design and delivery of public workshops and liaison consultancy between companies and colleges for contract training. The investigator is an active member in the American Society for Training and Development, a member of the Phoenix Chamber of Commerce Small Business Council, League for Innovation Contract Training Professionals Network and is involved with the Mayor's Futures Forum and is a member of the board for the Phoenix City Club.

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Appendices

APPENDIX A

Cover Letter

TO: League For Innovation
Contract Training Professionals Network

FROM: Katherine May Updike

DATE: March 4, 1991

RE: **Contract Training Questionnaire**

Maricopa County Community College District, as part of its membership with the League of Innovation Contract Training Professionals Network is conducting a comparative study of select league districts/colleges providing contract and direct training services to business, industry and government.

Would you please take a few minutes to complete the enclosed questionnaire? Your assistance will help to assess the effectiveness of our contract/direct training office(s)/department(s). I will be presenting my comparative study at the League of Innovation Leadership 2000 Conference in Chicago, as well as, to the other League members for its project on "Community College Alliance for Business and Industry Services."

I estimate that it will take no more than fifteen to twenty minutes to complete the questionnaire. I will be contacting you this week to discuss the questionnaire. If I am unable to contact you on Tuesday or Wednesday by phone and you have access to a FAX machine, would you please FAX the questionnaire, organizational chart and mission statement to Katherine May Updike, **(602) 392-2322. If possible, I am asking for a quick turn around...no later than, Thursday, March 7, 1991. I will be sending you a copy of my completed comparative study.**

I apologize for the quick turn around and I very much appreciate your cooperation.

APPENDIX B

Business and Industry Contract/Direct Training Questionnaire

Name of District and/or College_____
Name of Department_____
Address_____
City_____
Phone(__)_____FAX(__)_____
Name of Person Providing Information_____
Title_____ _____
What is the population of your service area? (check as appropriate)
_____rural, _____urban, _____ suburban

1. How would you characterize your organization? (check as appropriate)

_____ Multi-College District Number of Colleges _____
_____ Multi-Campus District Number of Campuses _____
_____ Single Campus College

Note: Operational definition being used to distinguish between multi-college and multi-campus is that multi-college has position of president and multi-campus has position of campus director.

2. What was the total number of **unduplicated credit students** enrolled in your district/college? 1988/89_____1989/90_____

3. What was the total **operating budget** for your district/college?
1988/89 _____ 1989/90 _____

4. Please provide your district/college **mission statement.**
_____
_____
_____

5. Is your district/college mission statement supported by goals to provide business, industry and government specific training?
_____yes _____no

If yes, please attach a copy.

6. In reference to question #5, does your state provide specific funding to support this effort? yes___ no___

If yes please describe funding levels, state how they are allocated.
_____
_____

7. Does your district/college have specifically identified office(s)/department(s) charged with the responsibility to provide contract /direct training for business and industry? yes___ no___

If yes, and you represent a multi-college district or multi-campus district; how many offices or departments are within your district?
#_____

8. Please list the total number of **dedicated FTE or PTE** associated with your business and industry contract /direct training department?

	1988/89		1989/90	
	FTE	PTE	FTE	PTE
Professional	_____	_____	_____	_____
Support	_____	_____	_____	_____

9. What is the **title** of the person responsible for administering customized contract /direct training programs in your district/college?

_____

Is this the sole responsibility of this person?
yes___ no___
Please list the major responsibilities of the person in this position.

_____

Please indicate the title of the person to whom this individual reports.

_____

10. Please indicate the total **operating budget** for your business and industry contract/direct training office(s)/department(s) ?
1988/89_____ 1989/90_____

11. Please indicate the <u>percentage</u> of your total operating budget expenditures from 1988 to 1990.

	1988/89	1989/90
Salaries & Wages	_____%	_____%
Supplies, Materials and Parts	_____	_____
Current Fixed	_____	_____
Capital Outlay	_____	_____
Instructional/Curriculum design	_____	_____
Consultancy fees	_____	_____
Media /Promotion development	_____	_____
Printing for brochures, flyers, etc.	_____	_____
Travel	_____	_____
Other related business development	_____	_____

(Please specify) _____

12. Please attach the **organizational chart** which depicts your office(s)/department(s) that support contract /direct training for business and industry.

13. Is your contract /direct training office(s)/department(s)
_____fully self-supporting _____partially self-supporting

14. What **funding sources** does your contract/direct training office(s)/department(s) receive?_____
_____

15. What percentage of funding do your contract/direct training office(s)/department(s) receive from the following sources:

		Self-supporting	
Source of funding :		* **Full**	* **Partial**
_____%	Institutional budget	_____	_____
_____	Grants (State, Federal), JTPA, etc.	_____	_____
_____	State Aid Formula monies	_____	_____
_____	Business/Industry donations or in-kind	_____	_____
_____	Credit Tuition	_____	_____
_____	Non-credit Tuition	_____	_____
_____	Course Materials, fees, etc.	_____	_____
_____	Contract dollars from companies served	_____	_____
_____	Other, please identify	_____	_____

_____
_____

* Please indicate which of the above are **(Full)** fully self-supporting or **(Partial)** partially self-supporting.

16. What **type of services** to business, industry and government do/does your office(s)/department(s) provide?

(Check all that apply)

_____ Workshops/Seminars (general public invited)
_____ Custom credit training and retraining courses
_____ Custom non-credit training and retraining courses
_____ Existing credit courses designed for general degree programs
_____ Existing non-credit courses for training and retraining
_____ Workplace Literacy (Basic Skills Training)
_____ Research, ie, wage and hour study, needs assessments, etc.
_____ Consultancy, please specify_____
_____ Other (Please specify)_____
_____
_____

17. Please compare the volume of contract /direct training programs in your college/district from 1988 to 1990?

	1988/89	1989/90
Number of companies served	_____	_____
Number of courses taught	_____	_____
Number of people trained	_____	_____
Gross revenues generated from contract training	_____	_____

18. What is the **size/composition** of your client firms?

(Check all that apply)

Locale

_____ Local
_____ Regional
_____ National
_____ International

Size

_____ 100 or less
_____ 100 to 250
_____ 250 to 500
_____ over 500

19. What is the industry **mix** of your client firms (Check all that apply)

_____ Agriculture
_____ Manufacturing
_____ Construction
_____ Service
_____ Mining
_____ Trade
_____ Finance, Insurance and Real Estate
_____ Transportation, Communication, and Public Utilities
_____ Government

20. Do you feel with your current funding and organizational structure you are meeting the needs of your business, industrial and governmental communities? yes___ no___

If no, why not?_____
_____

21. In your opinion, state why you think your business and industry contract/direct training office(s)/department(s) has/have been successful.

_____
_____

22. Are there factors which impede or limit the success of your business and industry contract/direct training office(s)/department(s)?

If so, please explain.

_____

_____

_____

Thank you.

If you have any questions, please do not hesitate to contact me.

Katherine May Updike
(602) 392-2470.
Maricopa County Community College District
The Office of Corporate Training and Development
3910 East Washington
Phoenix, AZ 85034

APPENDIX C

Operational Definitions

Company: used synonymously with business and industrial firms.

Community college district: a geographical service area of one or more two year higher education institutions.

Contract training: an agreement between an educational institution and a specifically identifiable business, industry or government agency, outlining the responsibilities of each party relative to the delivery of training.

Customized Contract Training: implies contract training with emphasis on specifically designed curriculum.

Department Operational Budget: the amount in dollars of the operating budget allocated to the customized training administrative unit.

Direct Training to business and industry: contract or customized contract training for business, industry or government.

Economic Development: a variety of activities designed to stimulate economic growth in an identifiable community.

Education and Business partnerships: education and business working together in joint venture to the benefit of both.

Firm: used synonymously with business and industry.

FTE: Full-time employee.

Individuals trained: those receiving service and training as a result of a community college industry partnership.

Institution: an entity representing a party to the contract training agreement.

Mission Statement: a philosophical organizational statement.

Multi-college District: community colleges in a specified geographic location organized administratively with each college headed by a president under one governing boards.

Multi-campus District: community colleges in a specified geographic location organized administratively with each college headed by a campus director under one governing board.

Operational Budget: the amount of money available for a fiscal year to cover operational expenses not to include capital equipment or facilities.

PTE: Part-time employees.

Program: an agreed upon package of training for an identifiable company.

Revenue: income derived from contract training.

Self-supported: an organizational unit that must cover all operational expenses through contractual training agreements or user fees.

Service Area: the geographical area for which the community college provides training and education.

Single campus: a single campus college is one college within a specified geographic location organized administratively with a president. This single campus college may include a satelite office.

Strategic Plan: a set of goals and/or objectives of an organization directing present and future activities.

Vocational Training: systematic skills training for those not seeking a degree.

APPENDIX D

Instrument Validation Team

John Lewis - Maricopa County Community College District

Larry Warford - Lane Community College

Phil Randolph - GateWay Community College

Advisor to the Investigator

John Lewis - Maricopa County Community College District

APPENDIX E

Survey Respondents

Active Respondents

League for Innovation Contract Training Professionals Network:

Alice Bond-Nelson - Foothill College

Jerry Moreno - Dallas Community College

Joe Berger - Monroe Community College

Dave Oatman - Lane Community College

Jack Jonker - Delta College

Lorie Prouty - DeAnza Community College

Daniel Phelan - Johnson County Community College

Steven Ovel - Kirkwood Community College

Richard Kukac - Moraine Valley Community College

Jeanne Arvidson - Seattle Community College

Dan Brazelton - Sinclair Community College

Rebecca Admire St. Louis Community College

Kris Gataveckas - Humber College

Pat Shaffer - Bakersfield College

John Perciak - Cuyahoga Community College

Lionel J. Martinez - Maricopa County Community College District

APPENDIX F

Data for 1989-90 From Community Colleges Survey

	# of College Campus	# of Students	Size of Operating Budget	Size of Department Budget	Generation of Dollars	# of Full/Part Staff	# of Companies	# of Programs	# of Individuals Trained	Revenue Generated over Dept Budget
# 1	8	187,336	137,666,000	2,187,399	3,703,726	26+2	300	-	-	1,516,327
# 2	2	103,000	27,668,782	275,000	325,000	3+2	18	-	2,500	50,000
# 3	7	102,533	63,000,000	474,000	1,900,000	9+6	125	202	9,400	1,426,000
# 4	3	53,175	81,346,957	6,500,000	5,495,780	29+106	51	-	34,727	-1,004,220
# 5	1+	52,711	59,600,000	875,000	875,000	5+3	18	286	3,000	0
# 6	3	44,000	105,000,000	3,000,000	1,700,000	26	-	-	24,717	-1,300,000
# 7	1	34,000	37,000,000	275,000	300,000	8+2	36	120	1,761	25,000
# 8	1	30,374	43,699,719	1,174,786	320,253	9+3	220	320	3,724	854,533
# 9	1+	28,150	110,000,000	20,000,000	20,000,000	149	7500	-	-	0
#10	1+	24,560	23,000,000	380,000	500,000	8+3	65	830	-	120,000
#11	3	22,000	92,875,000	1,000,000	1,800,000	17	38	-	-	800,000
#12	1	18,000	28,000,000	3,100,000	3,100,000	46+60	339	-	20,767	0
#13	1	13,714	47,957,396	196,589	1,621,060	7+1	33	436	8,314	1,424,491
#14	1	13,000	24,000,000	15,000	250,000	3+2	10	23	523	235,000
#15	1	12,985	35,960,000	190,000	190,000	2+45	45	50	1,000	0
#16	6+	7,859	25,809,016	378,317	800,000	10+5	44	300	2,500	421,683

SUMMARY OF RESULTS

The purpose of this descriptive study was designed to compare contract training in select community colleges providing service to business, industry and government. Two factors were identified which affect the relationship of community colleges and business and industry partnerships.

Information system update. At least seven of the respondents had difficulty generating the requested information at the service level and when figures were provided during interviews respondents referred to ranges and estimates. In addition, terms had to be explained and clarified in some instances until a common frame of reference was established. At the present time ambiguity exists regarding how the impact of contract training services will be measured, particularly within the community college system. Information for comparison between and among community colleges was not consistent or convenient for training offices to recover.

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IMPLICATIONS AND RECOMMENDATIONS FOR FURTHER STUDY

Of importance is the significant role community colleges are playing within the communities nationwide to train and retrain America's workplace. Perhaps, because of a shared mission, "to meet the diverse needs of the

VOL. I, No.2, 1991

Companies & Colleges

SALUTING THE PARTNERSHIP BETWEEN MARICOPA COMMUNITY COLLEGES AND THE BUSINESS COMMUNITY.

BFGOODRICH

What happens when a major corporation wants to improve employee retention? BFGoodrich Aircraft Evacuation Systems, a division of BFGoodrich Aerospace, turned to the Economic Development office of the Maricopa County Community College District. It wasn't the first time the Aircraft Evacuation Systems Division called on the expertise of the District office. Earlier, MCCCD's Economic Development office had helped the company establish its operation in Phoenix after moving to the Valley from City of Industry, California. Through a custom training program that included Job Task Analysis, competency-based curriculum development and creation of manuals for both trainers and trainees. BFGoodrich quickly brought its newly hired production personnel up to

(Left, Dr. John Lewis, MCCCD Economic Development Specialist; (middle) Dino Quaranta, Human Resource Manager, BFGoodrich; (right) Bertha Landrum, MCCCD District Director Economic Development and Occupational Education.

ABOUT THIS NEWSLETTER . . .

"Companies & Colleges" is published regularly by the Office of Corporate Training and Development (formerly the Office of Corporate Services), a division of the Maricopa County Community College District. Every issue presents business education success stories, introduces you to some of the key people in the community college system, and shares timely information about special programs and upcoming events.

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speed on the division's principal project: the manufacture of emergency evacuation slides for aircraft. So when the company wanted to ensure a higher rate of retention among its workers, BFGoodrich's Human Resources Manager Dino Quaranta knew who to call.

After carefully studying the situation, Quaranta identified the factors impacting employee retention. Enlisting the expertise of Economic Development Specialist Dr. John Lewis, Quaranta took action to improve the division's turnover rate by upgrading employee recruitment/screening through pre-hire testing and training. In addition, officials from South Mountain Community College's research and personnel departments were contacted to conduct telephone surveys and focus groups involving former BFGoodrich production employees to learn more about their reasons for leaving. Experts from GateWay Community College were also brought into the picture, offering insights on total quality management and team building.

Working closely together, Quaranta and Lewis designed a multi-step recruitment/screening process which included the General Aptitude Test Battery (GATB) administered through the Arizona Job Service and O.J.T. contracts through the Phoenix Urban League. The entire process, coordinated and directed through the Maricopa County Community College District Office of Economic Development, included a three-week pre-hire training program developed specifically for BFGoodrich. Originally offered at the Maricopa Skill Center, the BFGoodrich training program is currently delivered through South Mountain Community College. The positive impact on employee retention is measurable even now. In fact, the program has proved so successful, after the first class completed its training, the people already on the production floor asked to go through the program themselves.

But the highest praise comes from Quaranta. "This experience has clearly demonstrated that our new employees come to us with a base of knowledge, a determination to succeed and a desire to seek stable and rewarding employment opportunities."

WHO'S Who

DR. LINDA THOR

In ancient Norse mythology, Thor was the god of thunder. So you might say Rio Salado Community College was thunderstruck last September when Dr. Linda M. Thor became the school's new president. Considering the energy she has brought to the position and the impact on companies that turn to Rio Salado for employee training, Dr. Thor more than lives up to her name.

At the time of her appointment, Dr. Thor was in her fifth year as president of West Los Angeles College. She had also served as Senior Director of Occupational and Technical Education for the Los Angeles Community College System, responsible for a $14 million Employment Training Panel Contract, $3.7 million in Job Training Partnership projects, and $3.2 million annually in Vocational Education funding.

Now Dr. Thor has continued her record of success at her new post with Rio Salado. By complementing its own facilities and resources with those available in the community, Rio Salado's training programs combine convenience with cost-effectiveness. All of which fits very nicely with Dr. Thor's goal of promoting the partnership between the

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school and the business community. "I have a passion for industry-education cooperation," she says, "and Rio's active role in this arena is one of the things that attracted me to the college."

With Dr. Thor in charge, Rio Salado's connection with Valley companies is already booming. Just like thunder.

Left: Dr. Paul Elsner, Maricopa County Community College District Chancellor; middle: Adolfo Echeveste, Health Services Assistant County Manager; right: Dr. Alfredo de los Santos, Jr., Maricopa County Community College District Vice Chancellor, Education and Development

MARICOPA COUNTY HEALTH SERVICES

Chances are you've seen the listing in the Blue Pages of the phone book, but unless you've taken a close look at its roster of facilities and services, you probably don't have full appreciation for Maricopa County Department of Health Services. Everything that Health Services has to offer, from environmental services to home health care, falls within one of four primary divisions: 1) The Division of Public Health — preventing disease, prolonging life and promoting the health and well-being of the county's citizens. 2) The Division of Long-Term Care — providing health services to the elderly and functionally disabled. 3) The Division of Ambulatory Care — offering behavioral and mental health services and operating 13 primary care center clinics across the county; five health services clinics at county correctional facilities, and the Local Alcoholism Reception Center (LARC). 4) The Maricopa Medical Center — a 550-bed acute care teaching hospital. To provide the optimum level of care, Health Services depends on qualified personnel. And that's why, in 1985, Health Services' Assistant County Manager Adolfo Echeveste came to the Maricopa County Community College District's Office of Corporate Training and Development to oversee the contract for all its training needs.

Rio Salado Community College initiated skills training in 1986, offering instruction in such areas as employee orientation and supervisory training theories as well as a host of subjects from writing skills to telephone courtesy. Health Services has since expanded the training partnership to include other courses and community college campuses. Rio Salado has added Spanish language classes for personnel who come in contact with Hispanic customers. GateWay Community College provides computer courses, and Phoenix College has joined in with classes as well.

"As an organization with some 5,000 employees and no on-staff instructors or organized curriculum of our own," says Echeveste, "our affiliation with the Maricopa County Community College District has been all-important from the very beginning." Looking to the future, Health Services' Staff Development and Training Administrator Linda Mushkatel comments, "As our needs grow and change in the years ahead, adopting new management strategies and adapting new technologies, the flexibility, customization and responsiveness of the partnership will continue to serve us well, as we serve the citizens of our county."

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NEWS UP-DATE

The Maricopa County Community College District, in conjunction with the Office of Corporate Training and Development, offers customized training and specialized seminars for the local business community.

The Office of Corporate Training and Development meets the special needs of business and industry and matches companies with the valuable resources of all ten Maricopa Community Colleges. The special advantages offered through Corporate Training and Development include:

- **Cost-effective Training Packages**
- **Training and Development Assessments**
- **Customized Curriculum and Instructional Packages**
- **Expert Trainers**
- **Flexible Training Schedules and Locations.**

For more information, call the Office of Corporate Training and Development at (602) 392-2470.

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Maricopa County Community College District

For more information regarding "Companies & Colleges" call (602) 392-2470.

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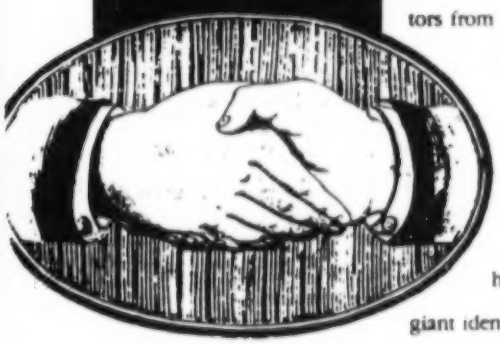
Companies & Colleges

SALUTING THE PARTNERSHIP BETWEEN MARICOPA COMMUNITY COLLEGES AND THE BUSINESS COMMUNITY.

PARTNERSHIP IN ACTION



MOTOROLA

There is no stadium looming in the background, no dormitory towers rising above a tree-shaded quad. In fact, it looks more like a modern office building than a traditional university campus, but a university it is. Motorola University Western Region, to be exact. And the history behind its creation is one of the success stories of education and business partnerships.

It began more than twenty years ago when administrators from the Maricopa County Community College District served on Motorola's in-house advisory councils, helping the high-tech giant identify and develop a curriculum that would effectively and efficiently train employees. To foster the skills of its people and maintain its position of leadership within the industry, Motorola has consistently required its personnel to participate in specialized classroom training and education.

Over the years, the working relationship between Motorola and MCCCD evolved, expanding to the

WELCOME

Companies & Colleges is a regularly published newsletter highlighting events, activities and information from the ongoing alliance between the Maricopa County Community College District and the world of business and industry. Produced by the Office of Corporate Services, the newsletter will present success stories and share ideas and insights to help strengthen the ties that bind companies and colleges.

(left) Dr. Larry Christiansen, President of Mesa Community College; (right) William J. Weisz, Vice Chairman Corporate Office Motorola.

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training departments of the local Motorola facilities and including in-plant instruction in everything from automation technology to general workplace literacy. In April 1988, a pilot project between MCCCD's Office of Corporate Services and Motorola's Training and Education Center was initiated, providing non-credit courses to employees at three Maricopa colleges.

The successful alliance continued to grow, and in December 1988, Maricopa and Motorola signed a multi-year agreement for corporate-wide training of all Phoenix area employees, with Mesa Community College administering the entire program. In the first year of the training parnership, Motorola virtually doubled the classtime requirements for its people, and as a result quickly outgrew its training space.

The perfect solution did not take long to find. In August of this year, Motorola, in partnership with Mesa Community College's Business and Industry Institute, moved into a new off-site training facility, christened Motorola University Western Region. Occupying some 37,000 square-feet in the building located at 145 North Centennial Way in Mesa, the learning center includes seven classrooms, three computer labs, a fitness center, administrative offices and additional training space — all complementing the instructional facilities still offered at the Mesa campus.

Larry K. Christiansen, president of Mesa Community College, recognizes the importance of such cooperative ventures between business and education. "The partnership between Motorola and Mesa Community College is one of the best examples of win-win I've seen. Motorola is a major, world-class company that is dedicated to excellence in everything they do, including education and training. Our commitment to quality dovetails perfectly with that agenda."

The figures add up. For all of 1990, a projected 1,"2" programs will have been provided in 1,840 training days and attended by more than 26,000 local and out-of-state students. . . numbers any educational institution would envy.

WHO'S Who

MCCCD's OFFICE OF CORPORATE SERVICES

By definition, the Office of Corporate Services, a division of the Maricopa County Community College District, is a training and development office that specializes in coordinating the design and delivery of customized training programs for business and industry. While that's an accurate description, it seems a little impersonal for an office that takes such a personal interest in the success of its corporate clients. Specifically, the 25,000-plus employees in more than 400 companies all across the Phoenix area trained during the last five years at the ten Maricopa Community Colleges. In

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essence, Corporate Services acts as a liaison, meeting with companies to identify their training needs then matching the corporate client with the Maricopa college that can best meet those needs, whether through new or existing programs that use the college's extensive resources — qualified faculty, learning facilities, etc. The advantages are many: cost-effective training packages, training and development assessments, customized curriculum and instructional programs, expert trainers — over 2,500 in all, flexible training schedules and locations, plus credit or non-credit instruction. The whys and wherefores of Corporate Services' success are made possible by the whos. Lionel Martinez, executive director (center); Katherine May Updike, director of corporate services (*right*); and Mary Rodes, coordinator of corporate training programs (*left*). Consultants and specialists serving business and industry. But more importantly, people serving people.

SPOTLIGHT

SPANISH CLASSES FOR LOCAL POLICE

In Spanish, they're "policia." While it's pretty obvious how that translates, the police often need to understand considerably more of the Spanish language to do their jobs. Especially with the ever-increasing Hispanic population in the Valley. To boost the bilingual skills of the men and women in blue, Maricopa Community Colleges and the Office of Corporate Services has initiated partnership programs with local police departments, teaching Spanish to law enforcement officers. In May 1987, the Chandler Gilbert Community College Center began offering Spanish classes to the City of Mesa Police Department in response to discussions between the department's Jose Garcia and MCCCD's Corporate Services division. CGCCC faculty members, including Dr. Roger Miller, helped develop a customized law-enforcement-intensive Spanish course. Three instructional programs were created — along with a bilingual certification exam used by the City of Mesa Personnel Department to qualify the training program and approve compensation. According to Mesa Police Chief Guy Meeks, "Because of this program, I believe that law enforcement services and the rapport with our Hispanic community have been improved. The decision to offer Spanish classes for law enforcement is a commendable step toward enhancing public safety through bilingual personnel." Indeed, the program with Mesa proved to be so successful that recently the Phoenix Police Department began its own Spanish language project, again coordinated through MCCCD's Corporate Services office and this time offered by Rio Salado Community College. Another example of customized programs meeting the needs of the corporate community. And all in the name of "la divisa" — the badge.

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NEWS UP-DATE

The Maricopa County Community College District, in cooperation with the Office of Corporate Services, regularly sponsors cutting-edge Workforce 2000 seminars for the local business community. In September, **Learning to Manage Your Multi-Cultural Environment** focused on techniques for cross-cultural negotiations, new modes of non-verbal communication and other facts about teams and team-building. To find out more about a customized workshop for your company dealing with workforce diversity issues, call Corporate Services. Among the upcoming programs scheduled for the winter season are the following topics: **The Power of the Mediation Manager**, a new dimension in productivity improvement for the managers of the '90s. Presented by a Phoenix-based full-service mediation and management firm, the program will address strategies for resolving internal and external conflicts. The two-day seminar will be held on March 14-15 and again on March 21-22. **Training the Master Trainer**, a customized program designed to effectively enhance the beginning and intermediate training techniques of managers and other personnel responsible for developing employee skills. For more information on these programs, contact Corporate Services, and watch for announcements about upcoming events.

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